

Disability A work of art Creu Celf Arts Cymru

**Disability Equality
for Film Hub Wales members
29/10/2020**



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Info Pack



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CHAPTER

Disability Arts Cymru

A work of art
Creu Celf

Disability Equality Training 29/10/2020

Information pack contents

Disabled people and Society - Background and History	2
The Disabled Peoples' Movement	2
Models of Disability	3
The Social model of disability (The preferred definition)	3
Words associated with the social model.....	3
Definitions of Disability	4
Medical model of disability (the out-dated definition).....	4
Words associated with the medical model.....	5
Words/ Terms/ Phrases to use & to avoid	7
Preferred Terms.....	7
Old School 'P.C', - verging on ridiculous	8
Often used without thought.....	8
Words Phrases You Should Know About.....	8
Synonyms	9
Myths and misconceptions.....	10
Disability Etiquette	12
General points	12
Specific considerations	12
Assumptions to avoid	15
The Equality Act 2010	16
Running a Workshop	21
Accessible Arts Activities Checklist	22
Part 1 - Planning	22
Part 2 – Running a group/project/event.....	23
Part 3 – Afterwards	23
The Art of the Reasonable Adjustment	24
Action Planning	26
Useful Contacts	27

Disabled people and Society - Background and History

Even if we briefly examine the history of disabled people in Britain, the roots of discrimination and the causes of social exclusion are easy to see. Historically, disabled people have had different roles in different cultures. Some tribal and other cultures believe that disabled people are powerful, mystical or to be venerated, being chosen by or touched by the hand of the gods.

The Greeks and Romans, however, took a different view. With their veneration of physical and mental perfection they saw any form of impairment, whether physical or mental as a tragedy or a curse. They attributed this to a punishment, delivered by the gods for some sort of wrongdoing or shortcoming.

Modern Western culture, which relies heavily on the classics for information and education, has always tended towards the second view. If you look at everything from fairy stories to James Bond films, from charity advertisements to the Olympics, you will usually see disabled people presented in one of three ways:

- ➔ A weak, helpless victim - someone who suffers from a terrible tragedy and is helpless or powerless without our support, an object of pity, something to be avoided at all costs. For example, Tiny Tim in Charles Dickens' A Christmas Carol
- ➔ A sinister figure to be distrusted or even feared. Literature and the media are littered with such figures - Captain Hook, wheelchair using villains in James Bond films and the psychotic serial killers beloved of modern thrillers are just a few examples. From our earliest years we are assailed with witches, giants and dwarves, all presented as evil beings
- ➔ The superhero. This view of disabled people shows them as overcoming the apparently insurmountable barriers that their tragic condition places upon them, through superhuman acts of will and feats of endurance they finally win through in the end. This view beloved of TV documentaries is epitomised by the true story of World War Two flying ace Douglas Bader who continued to fly planes, get girls and even escape from prison camps despite not having legs.

The Disabled Peoples' Movement

In Britain the disabled people's movement came into being in the late 1970s and 1980s. It came hard on the heels of the American disabled people's movement which had seen Vietnam veterans, who were young, educated and physically impaired, fight and win a full bill of Civil Rights. Today there are many organisations and Coalitions, the most notable perhaps being the United Kingdom's Disabled People's Council and Disability Wales. The main function of all these organisations is to counter oppression, prejudice and discrimination in all its forms and to strive for equality of access and opportunity for disabled people. This desire for inclusion in all aspects of life can be summed up by the slogan, **"Nothing About Us, Without Us"**.

Models of Disability

The Social model of disability (The preferred definition)

Disability - "The disadvantage or restriction of activity caused by a contemporary social organisation which takes little or no account of people who have impairments and thus excludes them from the mainstream of society."

BCODP (The British Council of Organisations of Disabled People)

The social model of disability assumes that society is responsible for the discrimination experienced by disabled people. Our education, housing, and transport systems, employment structures and methods of communication are organised in such a way that people with impairments are excluded and are therefore disabled. A major factor is discriminatory attitude; prejudice, ignorance and assumptions about disability reinforce the inequalities in our social systems.

The inequalities in society have led disabled people to organise themselves into pressure groups, campaigning for equal opportunities and civil rights legislation.

The social model is helpful to service providers as it focuses on barriers, which are removable or changeable. Access for all is ultimately achievable and it is possible to make steps towards change for the better if the aim is inclusion.

Words associated with the social model

- Barriers
- Choices
- Control
- Diversity
- Empowerment
- Equality
- Rights



Definitions of Disability

Medical model of disability (the out-dated definition)

1. countable noun

A **disability** is a permanent injury, illness, or physical or mental condition that tends to restrict the way that someone can live their life.

Facilities for people with disabilities are still insufficient.

...athletes who have overcome a physical disability to reach the top of their sport.

Synonyms: condition, affliction, disorder, impairment [More Synonyms of disability](#)

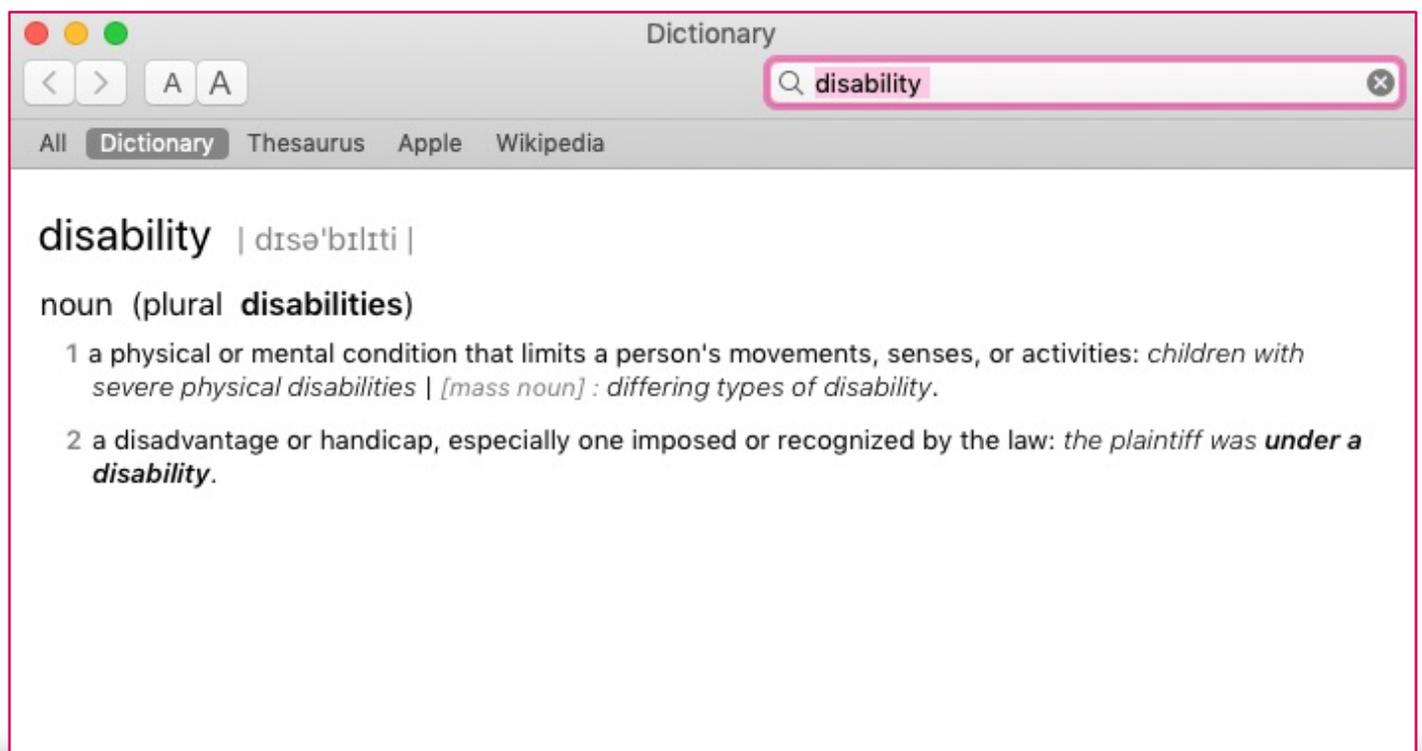
2. uncountable noun

Disability is the state of being disabled.

Disability can make extra demands on financial resources.

Synonyms: incapacity, infirmity, disablement, weakness [More Synonyms of disability](#)

These are definitions from the online Collins English dictionary (above) and the Apple internal Dictionary (below)



The screenshot shows the Apple internal Dictionary app interface. At the top, the title 'Dictionary' is centered. Below it, there are navigation buttons: a back arrow, a forward arrow, and two 'A' buttons for font size. A search bar on the right contains the word 'disability'. Below the search bar, there are tabs for 'All', 'Dictionary', 'Thesaurus', 'Apple', and 'Wikipedia'. The main content area displays the word 'disability' with its phonetic transcription '| dɪsəˈbɪlɪti |'. Below this, it is identified as a 'noun (plural disabilities)'. Two definitions are listed: 1. 'a physical or mental condition that limits a person's movements, senses, or activities: children with severe physical disabilities | [mass noun] : differing types of disability.' 2. 'a disadvantage or handicap, especially one imposed or recognized by the law: the plaintiff was under a disability.'

A **disability** is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime.



Disability - Wikipedia

<https://en.wikipedia.org/wiki/Disability>

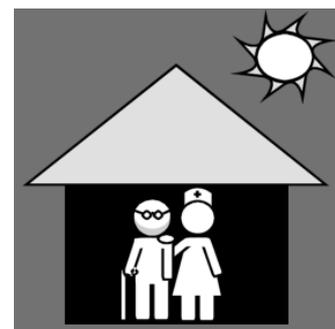
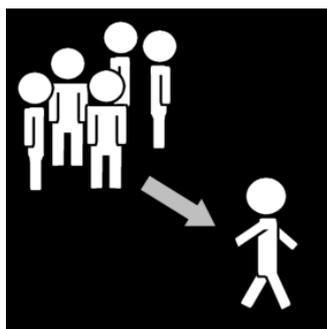
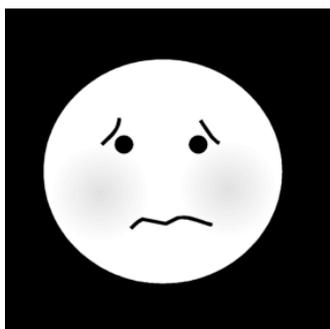
The above is a definition from Wikipedia via a Google search for 'Disability'

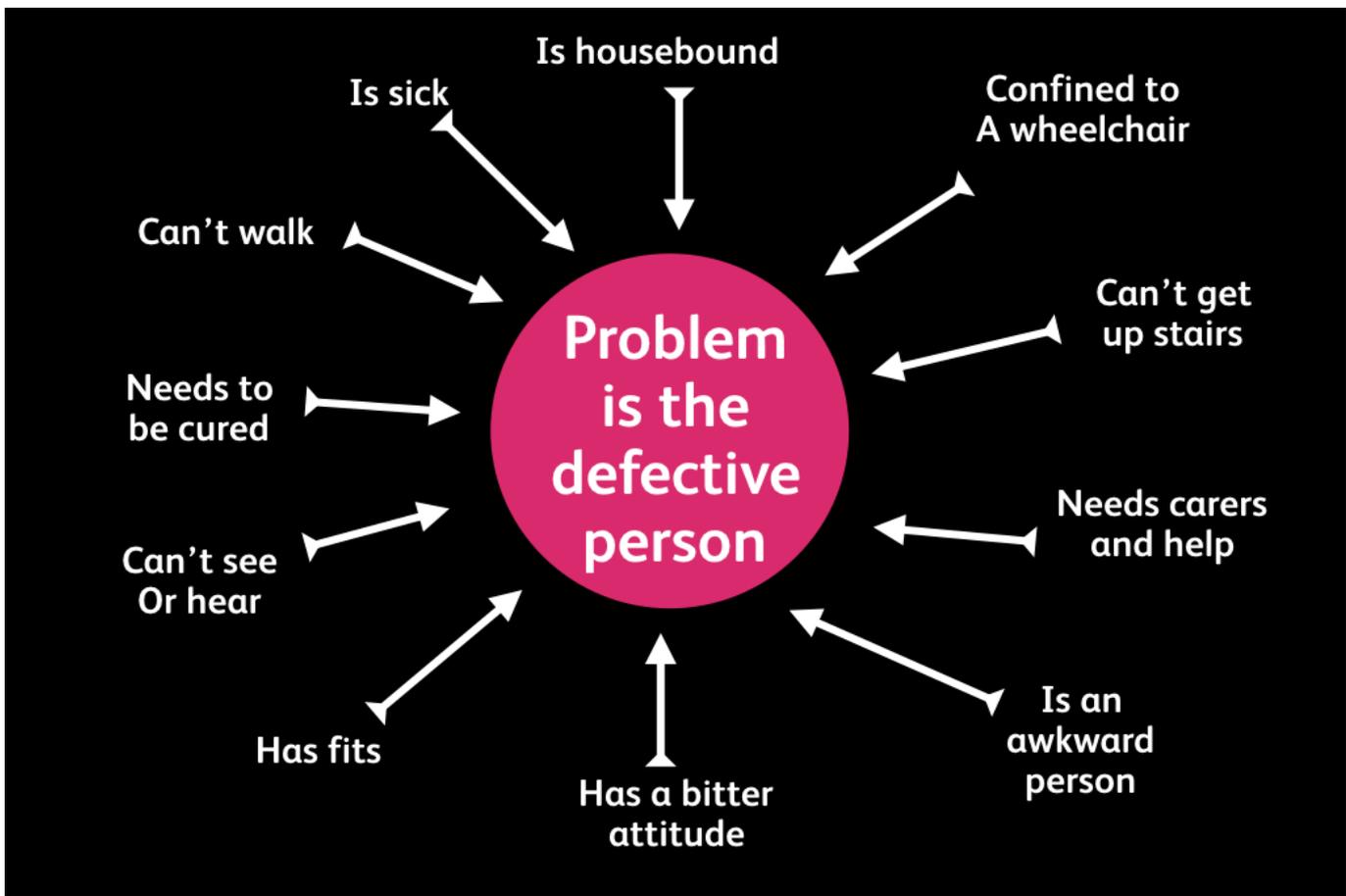
The medical model of disability assumes that an individual's impairment is responsible for the fact that they are unable to participate fully in education, work, leisure activities etc. The emphasis is on cure and care, with reliance on separate and 'special' provision for disabled people, who are seen as less-able members of society.

The medical model has been prevalent for many years, and is not helpful to disabled people; the search for cure or improvement is disheartening, and often doomed to failure. The thinking that there is 'something wrong' does little to inspire confidence; many people try to hide or deny the fact they have impairment. Medical model thinking leads to a culture of dependency, with disabled people marginalised and powerless to effect change.

Words associated with the medical model

- Abnormality
- Care
- Case
- Cure
- Needy
- Special





Compare the Medical Model Above to the Social Model Below



Words/ Terms/ Phrases to use & to avoid

Preferred Terms

The following preferred terms as currently used by many disabled people. Most disabled people have definite views on how they want to be described, which may not necessarily be these listed below. However, remember that as an organisation you should promote the terms that show respect and recognition towards disabled people.

- **Disabled people**
- **Wheelchair-user**
- **Learning difficulties**
- **Blind people**
- **Deaf people**
- **Has (rather than 'suffers from)**

This distinction IS the social model of disability.

- **Impairment – an illness, injury or other long term condition**
- **Disability - the barriers which disable us**

These are offensive, challenge where possible

- | | |
|-----------------------------------|-------------------------|
| → Handicapped | → Deaf mute |
| → Cripple | → Freak |
| → Spastic | → Moron |
| → Wheelchair bound | → Retarded |
| → Confined to a wheelchair | → Retards |
| → Lame | → Afflicted |
| → Midget | → Less fortunate |
| → Subnormal | → Unfortunate |
| → Abnormal | → Mongol |
| → Mentally handicapped | → Backward |
| → Deaf and dumb | → Loony |

Old School 'P.C', - verging on ridiculous

- **Physically challenged**
- **Suffering from a disability**
- **Differently abled**
- **A person without sight**

Often used without thought

- **Brave, plucky, courageous, tragic**
- **...Has overcome their disability**
- **The disabled (and 'the blind', etc.)**
- **Victim of**
- **Special**

Words Phrases You Should Know About

→ **Carer/personal assistant or P.A.**

The term 'personal assistant' has been around for many years in the disability world but has not completely reached the mainstream. It describes someone who is paid for their work, which may be a mixture of personal care and/or assisting with other work-related activities. It is generally younger people at the politicised end of the spectrum (campaigners or people who are more demanding of, and expectant about, their rights) who will use the term. Older disabled people or parents of disabled children tend to use the word 'carer'.

→ **Psychotic/ paranoid schizophrenic etc.**

Mental health terms tend to be applied randomly, regardless of whether or not they fit the illness. Very few people with mental illness are violent, but the impression from much media output is that they are 'mad, bad and dangerous'. Only use mental illness diagnostic terms if they are strictly relevant to the situation, and be aware of, and sensitive to, issues of confidentiality.

→ **Special needs**

This is enshrined in the Education Act so you may be obliged to use it in relation to that. But even there, it is often woolly, possibly referring to children with mild dyslexia or, at the other end of the spectrum, children with multiple impairments. The use of 'special' in the rest of the language when used with disability usually means 'lesser'. For example, 'special transport' means it is likely to be even less reliable than the A470. There is always an alternative to the word 'special', find it.

→ **Siamese twins/conjoined twins**

Both terms are in use at the moment. 'Conjoined twins', is a more fitting, neutral and accurate description therefore Siamese twins should not be used.

Synonyms

→ Disabled people or people with disabilities

As a rule, people at the informed end of the spectrum prefer the former

→ Deaf person or sign language user

(NB people who use sign language will always want to be referred to as 'Deaf' rather than by any terms that relate to hearing)

→ Hard of hearing or partially deaf or partially hearing

(This group will often include older people and those who do not identify with sign language users or Deaf people as a distinct group)

→ Blind or visually impaired or partially sighted

→ People with learning difficulties or learning disabled people

→ Wheelchair-user or person who uses a wheelchair

→ Person of small stature or restricted growth or short person

(People in this category may describe themselves as any of the above – or something else altogether, if necessary and relevant, just describe them in terms of the height they actually are)

→ Personal assistant or friend or parent or companion

(Rather than 'carer' unless you have been specifically told this)

→ Guide dogs (blind people) or hearing dogs (deaf people) or dogs for disabled people (other disabled people).

The general term for these working dogs is 'assistance dogs'. There are many types. A genuine assistance dog is incredibly well trained and well behaved and while working will probably be wearing some identification.



→ Accessible toilet or adapted W.C./toilet

(Where other equipment or services are specifically aimed at disabled people find a term other than 'special'. The term 'Disabled Toilet' implies that the toilet is broken and should therefore be repaired.)

→ Mental health problems, person with mental distress, or user of/ consumer of the mental health system or mental health system survivor or survivor.

(Many people who have experienced mental illness and have been treated by the health service refer to themselves in relation to the treatment rather than the illness. Whilst the term 'survivor' is not generally in mainstream usage, it is common amongst many self-help and support groups.) Don't be too worried about the terms; just avoid the obviously offensive terms.

Myths and misconceptions

→ **Disability is a devastating personal tragedy with no cure.**

The Truth - The lives of disabled people are not tragic. The solution to disability is to remove the environmental and attitudinal barriers, which are the real causes of the disabling process.

→ **Most deaf people can lip-read.**

The Truth - This skill is never wholly reliable, requires intense concentration and can be tiring. Deaf people, especially people who have been deaf all their lives, communicate best using sign language.

→ **Blind people acquire a sixth sense.**

The Truth - Other senses may be used to gain accurate information but there is no such thing as a sixth sense.

→ **Children should not ask people about their impairments**



The Truth - Some adults find the natural, uninhibited curiosity of children embarrassing. Reprimanding children for asking questions may cause them to think there is something 'bad' about disability. Most disabled people will not mind answering a child's question.

→ **Disability and illness are interrelated.**

The Truth - Disabled people are not necessarily sick but are subject to the same illnesses as any other person.

→ **Disabled people always need help and may be dependent.**

The Truth - Being unable to do something does not cause dependency - not being able to fly is solved by using the services of an airline company. Disabled people may require different services and it is only when choice over those services is removed that dependency occurs.

→ **Most disabled people are unable to have sexual relationships.**

The Truth - disabled people, like other people, are sexual beings. They can have relationships and children.

→ **The expectations of disabled people differ from others.**

The Truth - Disabled people go to school, work, form relationships, do their washing, eat, get angry, pay taxes, laugh, cry, have prejudices, vote, plan and dream like anyone else.

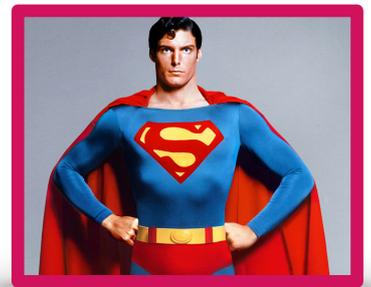
→ **Disabled people are their own worst enemy**

The Truth - This comment suggests that disabled people are apathetic, but this denies the fact that people are socialised both into expecting very little and in feeling powerless to change anything.



➔ **Disabled people are brave and courageous.**

The Truth - The experience of disability requires an adaptation of life style rather than bravery and courage. It should be viewed, in many ways, as similar to any other significant life event.



➔ Wheelchair use is confining - users are literally 'bound'.

The Truth - A wheelchair, like a shoe or a car, is a mobility aid that enables a person to get around. An environment that has been designed for non-disabled living restricts wheelchair users.

➔ **Most disabled people have a chip on their shoulder**

The Truth - Getting angry is a healthy human emotion, but many people assume that if a disabled person is angry it is because of being disabled, and of course that they are being unreasonable especially if they are angry about lack of access etc. Besides, chips are delicious, why would anyone leave one on their shoulder.



➔ **Some 'disabilities' are worse than other**

The Truth - There are some people whose impairments mean that they require higher levels of support, however comparing whose disability is the worst can detract from the need to get adequate support, access, equal opportunities etc.

➔ **Disabled people must be allowed to do everything for themselves, however long it takes**

The Truth - The myth of independence: in reality we are all interdependent, most people would find it very difficult to survive entirely on their own. The issue is the right to have control over the assistance needed, not necessarily to have to do everything oneself

➔ **We are all disabled in some way, aren't we?**

The Truth - Everyone has limitations but the key question is do people face discrimination because they can't play the piano, wear glasses etc. Many people are denied access to housing, jobs, education, etc. purely on the grounds that they have a physical, sensory or mental impairment. To suggest that personal limitation is the same as disability is to trivialise the issue.

➔ **A final point...**

Emphasise the uniqueness and worth of all persons rather than the differences between people. Your efforts can do much to eliminate the 'them' and 'us' attitude that hampers the integration of disabled people.

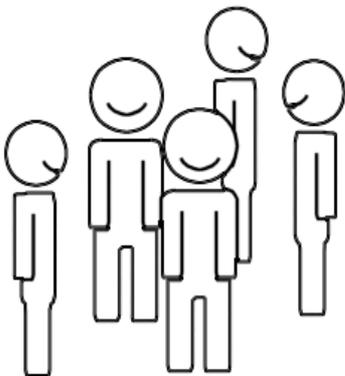


Disability Etiquette

General points

- Treat adults in a manner befitting adults. Call a person by their first name only when extending that familiarity to all others present.
- Talk directly to a disabled person rather than through a companion or P.A. Relax and make eye contact.
- Do not be embarrassed about using common expressions, such as “See you later” or “I’ll be running along then”; which may relate to a person’s impairment, your embarrassment is going to be more noticeable than the phrase that you used.
- Offer assistance to a disabled person if you feel like it, but wait until your offer is accepted before you help. Do not assume you know the best way of helping so listen to any instruction you are given.
- In the planning stages of an event or new service get advice from disabled people and advertise accessibility. If access is not clearly stated, including toilet facilities, disabled people may not come because of previous difficult experiences.

Specific considerations



How can you tell that a person has a diagnosed mental illness or whether someone is just having a very bad day? The truth is you don't know whether a person has a mental illness just by looking at them. Many people with depression go about in the world with smiles on their faces and nobody would ever know. That's one of the reasons that there is a stigma around talking about mental illness – people don't even want to use the word illness, choosing words like mental health issues, mental health problems. As a volunteer at an event your job is to make sure that you know what's going on where and make sure that everyone has a good experience at the events whilst acknowledging that subject matter may be difficult at times. It may be that some of the subject matter turns out to be triggering for somebody, and we have no way of guessing what or who that might be. The important thing is to know what to do.



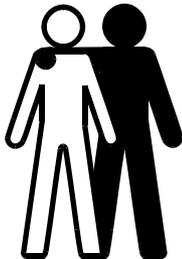
If you are talking to someone who is Deaf or has a hearing impairment, speak clearly and at a reasonable volume but don't be tempted to shout or over-exaggerate your lip movements. Never turn your head away, and never cover your mouth or talk when you have food in your mouth. Try and make time to learn the fingerspelling alphabet - it can be really helpful if you sign the initial letters of words you are saying.



If a blind or visually impaired person asks you to guide them, offer your right arm (or ask which they prefer) and walk close but not on top of them. If there are upcoming obstacles, steps, fences, etc., try and advise in good time. Don't say 'it's over there' and point, instead say 'it's to your left' or 'straight ahead' etc.



If you are talking to a wheelchair user, don't loom over them, try and find a chair and sit down so that you are both at the same eye level. Don't lean on the wheelchair and never push someone else's wheelchair unless they have asked you to. Treat the wheelchair as an extension of their body. It's not somewhere for you to hang your shopping bags.



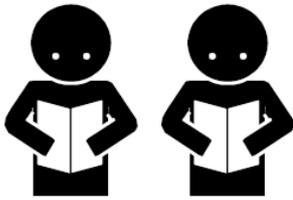
Some disabled people may be with their own Personal Assistant (aka Support Workers, Enablers, Carers) – always make sure you talk to the disabled person, not to the P.A. It's ok to acknowledge the P.A.s, they are people too, just don't direct the entire conversation at them.



Assistance dogs should always be assumed to be 'on duty'. Please refrain from stroking, patting or otherwise interacting with dogs and encourage others to do the same. Distracting assistance dogs means that they can't concentrate on doing their job and that can be dangerous for their humans.



If you see a person having a fit, establish whether they are known to have epilepsy by asking anyone that seems to be with them or looking for a Medic-Alert bracelet or necklace or even tattoo. If they are not known to have Epilepsy, or continue to fit for over 5 minutes, or appear to have injured themselves, or are turning blue, call 999. Otherwise clear the area, make sure there is nothing nearby that could cause an injury and wait for the fit to stop. Afterwards help the person to a quiet place where they can recover. People may remain confused for some time after a fit has finished.



If somebody asks you to read something for them don't embarrass them by asking why, there's lots of reasons why they might not be able to read.
Try and find somewhere quiet to sit.



90% of all disabling conditions are invisible. Some people are obviously disabled but for most people that is not the case. People have accidents, become ill, acquire their impairments suddenly or slowly, etc., so you really don't always know. Treat everyone with care and understanding making it clear that you will always find alternative methods if a task is impossible or too difficult and then everyone will have a great time.

Assumptions to avoid

→ Don't assume that:

- ✓ My impairment is obvious to you
- ✓ I can see you
- ✓ I can hear you
- ✓ I can walk that far
- ✓ I can climb steps
- ✓ I can bear to stand up any longer
- ✓ I can read or write
- ✓ I can understand you
- ✓ I can retain information or instructions
- ✓ I need your help
- ✓ I can ask for help when I need it
- ✓ I am disabled because I am old
- ✓ I am not disabled because I am young
- ✓ My disability is infectious
- ✓ I don't have an infectious disease just because I look fit and well
- ✓ I want to discuss my medical conditions
- ✓ My condition is constant from day to day or hour to hour

It is not unlawful discrimination to treat a disabled person more favourably than a non-disabled person.

The Equality Act 2010

The Equality Act 2010 incorporates the Disability Discrimination Act 1995. This makes it harder in some ways because the laws are now spread around the different parts of the Equality Act and it can be hard to find the relevant part. However, most of the DDA is still there but there have been additions, changes and clarifications to make discrimination against disabled people, as with anyone from the protected characteristics groups, unlawful in its many forms.

The Equality Act 2010 Covers the Following 'Protected Characteristics'

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

The Equality Act 2010 Replaces

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Disability Discrimination Act 1995
- Employment Equality
 - ✓ (Religion or Belief) Regulations 2003
 - ✓ (Sexual Orientation) Regulations 2003[3]
 - ✓ (Age) Regulations 2006

Disability Discrimination Act 1995

The definition of disability was first defined under the DDA and has not changed under the Equality Act 2010

- **A physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.**
(Includes fluctuating or progressive conditions, e.g. MS, Cancer, HIV from point of diagnosis)

What is 'disability'?

In the Equality Act a disability means a physical or a mental condition, which has a substantial and long-term impact on your ability to do normal day-to-day activities.

- ➔ NB. You are also covered by the Act if you have a progressive condition like HIV, cancer or multiple sclerosis, even if you are currently able to carry out normal day-to-day activities. You are protected as soon as you are diagnosed with a progressive condition.
- ➔ You are also covered by the Act if you had a disability in the past.
- ➔ For example, if you had a mental health condition in the past, which lasted for over 12 months, but you have now recovered, you are still protected from discrimination because of that disability.

What is disability discrimination?

This is when you are treated less well or put at a disadvantage for a reason that relates to your disability in one of the situations that are covered by the Equality Act. The treatment could be a one-off action, the application of a rule or policy or the existence of physical or communication barriers, which make access difficult or impossible. The discrimination does not have to be intentional to be unlawful.

Different types of disability discrimination

There are six main types of disability discrimination.

➔ **Direct discrimination**

This happens when someone treats you worse than another person in a similar situation because of disability.

For example, during an interview, a job applicant tells the potential employer that he has multiple sclerosis. The employer decides not to appoint him even though he's the best candidate they have interviewed, because they assume he will need a lot of time off sick.

➔ **Indirect discrimination**

Indirect discrimination happens when an organisation has a particular policy or way of working that has a worse impact on disabled people compared to people who are not disabled. Indirect disability discrimination is unlawful unless the organisation or employer is able to show that there is a good reason for the policy and it is proportionate. This is known as objective justification.

For example, a job advert states that all applicants must have a driving licence. This puts some disabled people at a disadvantage because they may not have a licence because, for example, they have epilepsy. If the advert is for a bus driver job, the requirement will be justified. If it is for a teacher to work across two schools, it will be more difficult to justify.

➔ **Failure to make reasonable adjustments**

Under the Act employers and organisations have a responsibility to make sure that disabled people can access jobs, education and services as easily as non-disabled people. This is known as the 'duty to make reasonable adjustments'.

Disabled people can experience discrimination if the employer or organisation doesn't make a reasonable adjustment. This is known as a 'failure to make reasonable adjustments'.

For example, an employee with mobility impairment needs a parking space close to the office. However, her employer only gives parking spaces to senior managers and refuses to give her a designated parking space.

What is reasonable depends on a number of factors, including the resources available to the organisation making the adjustment. If an organisation already has a number of parking spaces it would be reasonable for it to designate one close to the entrance for the employee.

➔ **Discrimination arising from disability**

The Act also protects people from discrimination arising from disability. This protects you from being treated badly because of something connected to your disability, such as having an assistance dog or needing time off for medical appointments. This does not apply unless the person who discriminated against you knew you had a disability or ought to have known.

For example, a private nursery refuses to give a place to a little boy because he is not toilet trained. His parents have told them that he isn't toilet trained because he has Hirschsprung's Disease, but they still refuse to give him a place. This is discrimination arising from the little boy's disability.

For example, an employee with cancer is prevented from receiving a bonus because of time she has taken off to receive treatment.

Discrimination arising from disability is unlawful unless the organisation or employer is able to show that there is a good reason for the treatment and it is proportionate. This is known as objective justification.

For example, an employee whose eyesight has seriously deteriorated cannot do as much work as his non-disabled colleagues. If his employer sought to dismiss him, after ruling out the possibility of redeployment, the employer would need to show that this was for good reason and was proportionate.

➔ **Harassment**

Harassment occurs when someone treats you in a way that makes you feel humiliated, offended or degraded.

For example, a disabled woman is regularly sworn at and called names by colleagues at work because of her disability.

Harassment can never be justified. However, if an organisation or employer can show it did everything it could to prevent people who work for it from behaving like that, you will not be able to make a claim for harassment against it, although you could make a claim against the harasser.

→ **Victimisation**

This is treating someone badly because they have done a 'protected act' (or because an employer or service provider or other organisation believes that they have done or are going to do a protected act). The reason for the treatment does not need to be linked to a protected characteristic. It can also occur if you are supporting someone who has made a complaint of discrimination.

For example, an employee has made a complaint of disability discrimination. The employer threatens to sack them unless they withdraw the complaint.

For example, an employer threatens to sack a member of staff because he thinks she intends to support a colleague's disability discrimination claim.

A 'protected act' is:

- ✓ Making a claim or complaint of discrimination (under the Equality Act).
- ✓ Helping someone else to make a claim by giving evidence or information.
- ✓ Making an allegation that you or someone else has breached the Act.
- ✓ Doing anything else in connection with the Act.

What else does the Act protect against?

→ **Being asked health questions designed to screen out disabled job applicants.**

The Act says that employers cannot ask job applicants about their health or disability until they have been offered a job, except in specific circumstances where the information is necessary for the application process or a requirement of the job.

For example, a job applicant fills in an application form, which asks people to state whether they are taking any medication. Unless there is a good reason why the employer needs to know this information, then the question should not be asked.

Occupational requirement

Where having a protected characteristic is an occupational requirement, certain jobs can be reserved for people with that protected characteristic (for example women support workers in women's refuges; ministers of religion).

However the organisation must be able to show that applying the occupational requirement is a proportionate means of achieving a legitimate aim (see objective justification above).

When being treated differently due to disability is lawful

→ **Non-disabled people**

It is always lawful to treat a disabled person more favourably than a non-disabled person.

→ **Other disabled people**

Treating a disabled person with a particular disability more favourably than other disabled people may be lawful in some circumstances.

→ For example:

Where having a particular disability is essential for the job. This is called an [occupational requirement](#). For example, an organisation supporting deaf people might require that an employee whose role is providing counselling to British Sign Language users is a deaf BSL user.

Where an organisation is taking positive action to encourage or develop people with a particular disability. For example, an employer is aware that people with learning disabilities have a particularly high rate of unemployment, so sets up a mentoring and job-shadowing programme for people with learning disabilities to help them prepare to apply for jobs.

Positive action

In the workplace these are steps that an employer can take to encourage people from groups sharing a protected characteristic who have different needs or a past track record of disadvantage or low participation – for example, to apply for jobs or to be developed for promotion. These steps might include providing work experience, mentoring or training.

When an organisation is providing services, these are steps it can take to enable or encourage people from groups who share a protected characteristic to participate, or overcome a particular disadvantage that they have. Positive action is lawful if there is evidence of a need – for example, the level of participation by people from that group is lower than could reasonably be expected.

In both cases the steps that are taken must be a proportionate means of achieving one of these legitimate aims (see objective justification above).

Workplace

The Equality Act protects against discrimination in the workplace when you are:

- ✓ Applying for a job.
 - ✓ Offered a job on certain terms and conditions.
 - ✓ Seeking opportunities for training and promotion.
 - ✓ Trying to access work-related benefits.
 - ✓ Going through disciplinary / grievance procedures.
 - ✓ Dealing with your working environment.
 - ✓ Being dismissed or made redundant.
 - ✓ Seeking or being given job references.
-

Find out more

→ <https://www.equalityhumanrights.com/en/equality-act>

→ <http://www.acas.org.uk/index.aspx?articleid=1859q>

- ✓ Acas -  Disability discrimination: key points for the workplace [392kb].
- ✓ Acas -  Disability discrimination: obligations for employers [64kb] fact sheet and  The top ten myths about disability in the workplace [15kb].

Running a Workshop

→ Help

There is a fine balance between offering appropriate help where it is actually required and being overwhelming. Don't be afraid to say "It's my job" or "That's what I'm here for". However, if your offer of help is immediately declined - don't push it, just because you think someone is struggling, it doesn't mean that they feel the same way.

→ Access Requirements

Make time to talk through access requirements with disabled participants before the workshop starts. If you have a sign language interpreter or palantypist at your workshop, make sure you are clear on his/her requirements from you.

→ Placing

Make sure that where you are standing is well lit so that D/deaf people can see your lips. That may mean changing the layout around so that you are facing any large light source, like windows. If interpreters are present try and 'keep order' (i.e. Don't let more than one person talk at a time) – they have only one set of hands each and can only interpret what one person is saying at a time.

→ Options

If your workshop is likely to involve standing or other physical movement, don't assume that everyone in the group is capable of doing what you are likely to be asking. Give people options, think of ways to modify the workshop to be inclusive or just allow those who need to be seated to remain seated. With a bit of thought and invention everyone can participate in some way.

→ Space

Make sure you have enough space for everyone to manoeuvre; some people don't like to be touched by strangers or to be in crowded environments.

→ Materials and Information

If you are providing any materials or equipment as part of the workshop, make sure they are all within easy reach and that there are clear groundrules given about their use. Break down information into 'digestible' chunks. Demonstrate as well as talk.

→ Breaks and variation

Make sure that you offer enough breaks. An hour and 15 minutes is really the limit of how long a typical adult would be able to concentrate. Therefore some people have attention spans that are shorter than this so bear this in mind depending on who is going to be in the group.

Keep people interested and involved by using different techniques, vary the method of teaching - verbal, visual, kinetic

Accessible Arts Activities Checklist

Part 1 - Planning

1 Budgeting

- ✓ Budget for access
- ✓ Crucial items for budgeting (or selecting a venue)
 - ✓ Sign language interpreters/ palantypists/ loops/ Infrared etc.
 - ✓ Alternative formats
 - ✓ Mobility needs/ Toilets

2 Programming

- ✓ Programming to attract disabled people and a wider audience in general: Disability Arts, Art and Disability, Inclusive Arts

3 Venue

- ✓ Parking
- ✓ Directions to accessible entrances (if main entrance not accessible)
- ✓ Access to all spaces
- ✓ Facilitating quiet spaces

4 Marketing

- ✓ Targeting
- ✓ Legibility of printed materials
 - ✓ Size and spacing, Fonts, Backgrounds, Colours, Using Symbols
- ✓ Using your website effectively
- ✓ Truth telling
 - ✓ Make sure you mention what is AND what isn't available at the venue and make sure, by visiting if necessary, that your information is accurate.

5 Booking

- ✓ Booking forms
- ✓ Access Requirements

Part 2 – Running a group/project/event

1 Physical Access

- ✓ Getting people there: Directions, maps and Public Transport Info
- ✓ Meeting and greeting
- ✓ Seating
- ✓ Obstructions and trip hazards

2 Information Provision

- ✓ Access info on a separate handout sheet
- ✓ Alternative formats
 - ✓ CD/MP3
 - ✓ Large Print
 - ✓ Braille
- ✓ Sign language interpreters
 - ✓ BSL, SSE, Lip Speaker
 - ✓ Providing for the interpreters' needs
- ✓ Induction loops/Infra Red systems
- ✓ Palantype

3 Emotional Access

- ✓ Mental health hazards
- ✓ First aid

Part 3 – Afterwards

Monitoring and Evaluation

- ✓ Ask the right questions
- ✓ Act on suggestions
- ✓ If in doubt, consult

This is important, even if you are not required by a funder to do it, it will help you develop and provide better and better activities to your community.

The Art of the Reasonable Adjustment

You are running open workshops for students...

→ Question 1

You receive an email from a man who has M.S. - he says he would like to bring his dog to the group. It's not a registered assistance dog, but he is doing home training with DOG A.I.D. and the dog needs experience of working in groups to finish his qualification.

→ Question 2

You receive a phone call from a woman who is a wheelchair user and wants to attend the group but she has two very young children. Do you have childcare and is the venue accessible?

➔ **Question 3**

You receive an email from a local woman who would like to volunteer with the group. She says that she has lots of experience working with diverse arts groups and that she has recently lost her hearing. She whether she might be able to volunteer with the group?.

➔ **Question 4**

You receive a call from a man who says he has attended previous groups at the venue where you are going to be running your event and asks which room you will be using. After you respond and tell him he emails back to tell you that there is a stair-lift to get to the room and it is frequently broken. What are you going to do to reassure him?

Useful Contacts

Disability Arts Cymru - training information & advice on arts & disability issues

Tel	029 2055 1040	Fax	029 2055 1036
Web	www.disabilityartscymru.co.uk	E-mail	post@dacymru.com

BBC 'Ouch site' - features and disability related news stories

www.bbc.co.uk/ouch

British Deaf Association - information and advocacy

Tel Fax	029 20 499873	Text	029 20 488437
Web	www.bda.org.uk	E-mail	bda@bda.org.uk

British Dyslexia Association

Tel	0118 966 2677	Fax	0118 935 1927
Web	www.bdadyslexia.org.uk/	E-mail	helpline@bdadyslexia.org.uk

Cardiff Institute for the Blind - advice, access, Braille

Tel	029 2039 8900	Fax	
Web	www.cibi.co.uk	E-mail	cibpostmaster@cibi.co.uk

Centre for Accessible Environments – information on access to buildings and premises, publications and training

Tel Text	020 7822 8232		
Web	www.cae.org.uk	E-mail	info@cae.org.uk

Changing Faces - address disfigurements of any origin

Tel	0207 706 4232		
Web	www.changingfaces.org.uk/	E-mail	info@changingfaces.co.uk

Communication Matters - UK national charity concerned with augmentative and alternative communication

Tel/Fax	0845 456 8211	E-mail	admin@communicationmatters.org.uk
Web	www.communicationmatters.org.uk		

Deafblind UK – National Centre for Deafblindness

Tel/Text	01733 358 100	Fax	01733 358 356
Web	www.deafblind.org.uk	E-mail	info@deafblind.org.uk
Equality Act 2010			
Click for a summary pdf			
Click for the Full Text of the Act			
The Equality and Human Rights Commission			
There's a range of different contacts and links here			
www.equalityhumanrights.com/about-us/about-commission/contact-us			
Disability Wales - general access advice, access groups in Wales			
Tel	029 20 887 325	Fax	029 20 888 702
Web	www.disabilitywales.org	E-mail	info@disabilitywales.org
Dog Rose Trust – audio description and tactile images and maps			
Tel	01584 874 567		
Web	www.dogrose-trust.org.uk	Email	via contacts page
Business Disability Forum			
Tel	0207 403 3020	Text	020-7403-0040
Web	www.businessdisabilityforum.org.uk		
E-mail	enquiries@businessdisabilityforum.org.uk		
Mencap in Wales - for details of Gateway clubs			
Tel	0808 808 1111	E-mail	helpline.wales@meancap.org.uk
Web	www.mencap.org.uk/mencap-cymru		
NDCS - National Deaf Children's Society Wales (information & events relating to deaf children)			
Tel Fax	0808 008880	Live Chat	On Website
Web	www.ndcs.org.uk	E-mail	helpline@ndcs.org.uk
NPTCVS			
Tel	01639 631246	Fax	01639 643368
Web	www.nptcvs.com	E-mail	info@nptcvs.org.uk

NRAC – National Register of Access Consultants (searchable database of access consultants and auditors)

Tel	020 7822 8282		
Web	www.nrac.org.uk	E-mail	info@nrac.org.uk

Plain English Campaign

Tel	01633 744 409	Fax	01663 747 038
Web	www.plainenglish.co.uk	E-mail	info@plainenglish.co.uk

RNIB Cymru - Royal National Institute for the Blind

Tel	029 2082 8500	Helpline	0303 123 9999
Web	www.rnib.org.uk/wales-cymru-1	E-mail	cymru@rnib.org.uk

RNID Cymru - Royal National Institute for the Deaf - info on deaf issues etc.

Tel	0808 808 0123	SMS	0780 0000 360
Text	0808 808 9000	E-mail	informationline@hearingloss.org.uk
Web	www.actiononhearingloss.org.uk		

Sense Cymru - Information, advice & support for deaf-blind people

Tel	0300 330 9256 or 020 7520 0972	Fax	0300 330 9251
Text	0300 330 9256 or 020 7520 0972		
Web	www.sense.org.uk	E-mail	info@sense.org.uk

Stagetext - captioned theatre performances

Tel	020 7377 0540	Fax	020 7247 5622
Web	www.stagetext.co.uk	E-mail	enquiries@stagetext.co.uk

Vocaleyeyes – nationwide audio description producers

Tel	020 7375 1043		
Web	www.vocaleyeyes.co.uk	E-mail	enquiries@vocaleyeyes.co.uk

Voluntary Arts Wales

Tel	01938 556455		
Web	www.voluntaryarts.org	E-mail	info@vaw.org.uk

Wales Council for the Blind - information on blind issues, training

Tel	029 20 473954		
Web	www.wcb-ccd.org.uk	E-mail	staff@wcb-ccd.org.uk

Wales Council for the Deaf - information on deaf issues, interpreting agency

Tel	01443 485 687	Fax	01443 408 555
Text	01443 485 686	E-mail	mail@wcdeaf.org.uk
Web	www.wcdeaf.org.uk/		

WCVA

Tel	0800 2888 329	SMS	07786205605
Web	www.wcva.org.uk	E-mail	help@wcva.org.uk

Sources for Disability Films

Netflix -type 'Disability' in the search bar and there's plenty to choose from.
<https://www.netflix.com/search?q=Disability>

The **Disability Movies** Website at <https://disabilitymovies.com> which is featuring some very interesting looking documentary style stuff.

The **UK website for Disability Films**
<http://www.disabilityfilms.co.uk> (seems to have gone down but that may be temporary)

IMDB has a list of its 30 top disability related films, though they may not have the same perspective on what makes a good film about or including disability and disabled actors.
<https://www.imdb.com/list/ls054368829/>

Really useful pdf by Disability Rights UK in 2015 - downloadable from: <https://www.disabilityrightsuk.org/sites/default/files/pdf/historymonthfilms2.pdf>